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ABSTRACT

The Freedoms Scale was developed to assess the attitudes of slow learning and nonacademic secondary students in Canada toward democratic values, and, in particular, toward civil liberties. Vignettes were developed around situations describing threats to an individual or group's constitutional rights. Students were asked how they feel (e.g., strongly disagree, disagree, uncertain, agree, strongly agree) regarding the suggestion made at the end of each vignette. To obtain validity data, the Freedoms Scale was administered to high school students throughout British Columbia and to education students enrolled at the University of British Columbia. The Scale was found to have both construct and content validity. It has potential utility as an instrument for comparing attitudes of groups toward fundamental freedoms, for assessing the effectiveness of programs aimed at improving attitudes toward fundamental freedoms, and as a means of provoking discussion and debate. However, it is not sufficiently reliable to be used as a diagnostic instrument with individual students. The scale is included. (RM)

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A MEASURE OF ATTITUDES TOWARD CIVIL LIBERTIES

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A significant measure of the strength of a democratic society is the commitment of its citizens to fundamental democratic principles and values. The good citizen is commonly characterized as one who believes in the equality of individuals and manifests an interest in the constitutional rights of all citizens (Crary, 1951, p. 154; Muessig & Rogers, 1964; Quillen & Hanna, 1948, p. 60; Wesley & Wronski, 1973, p. 78). Concern for this commitment is most frequently expressed in the social studies literature (e.g, NAEP, 1972; Oliver & Shaver, 1974; "Revision of the NCSS Social Studies," 1979). However, teachers in other areas also accept the importance of building commitment to democratic values (Shaver, Davis, & Helburn, 1979), and most educators argue that good citizenship is a total school concern. Nevertheless, the research findings present evidence that democratic ideals are not widely endorsed by the public (Mack, 1956; McGinnies, 1964; NAEP, 1976, pp. 12-13; Nash, 1959; Remmers & Franklin, 1962; Remmers & Radler, 1957, pp. 178-221; Scovel, 1962; Weiser & Hayes, 1966).

A number of instruments have been developed to assess attitudes toward democratic values, and in particular toward civil liberties. Among these have been questionnaires prepared by civil rights organizations in the United States (Arkoff & Meredith, 1966) and Canada (Keho, n.d., pp. 24-25), as well as tests developed by educators for research studies in public schools (e.g., Allen, 1966, 1968; NEEA Project, 1970; Peters, 1948, p. 122) and universities (e.g., Rokeach, 1973, pp. 241-242). None, however, were appropriate for use with slow

learning and nonacademic junior and senior high school students in Canada, who were the concern of a community studies project (described in Curtis & Shaver, 1980) conducted in secondary schools in British Columbia. The Freedoms Scale was designed to measure predispositions toward the rights and freedoms described in the Canadian Bill of Rights (Revised Statutes of Canada, Appendix 3, 1970).

The Canadian Bill of Rights

The Bill of Rights is a federal statute that was passed to protect the "human rights" and "fundamental freedoms" of Canadians. Commonly referred to as civil liberties, these rights and freedoms included the following:

1. the right of the individual to life, liberty, and security of person;
2. the enjoyment of property and the right not to be deprived thereof except by due process of law;
3. the right of the individual to equality before the law;
4. the right of the individual to equal protection of the law;
5. the right of the individual to freedom of religion;
6. freedom of speech;
7. freedom of assembly and association; and
8. freedom of the press.

Developing Scale Items

In the initial stage of constructing the Freedoms Scale, a number of vignettes were developed around situations describing threats to an individual or group's constitutional rights. Each vignette concluded with a "should" or "should not" statement, and respondents recorded their degree of agreement or disagreement with the statements on a Likert-type scale (Likert, 1932). The responses were assigned numerical values ranging from 1 through 5, with 1 representing the unfavorable extreme of the attitude continuum and 5 representing the favorable extreme. In order to minimize the possible effects of acquiescent

response set, the Freedoms Scale contained an equal number of positively and negatively worded items.

These vignettes were examined by members of a graduate psychology class at Utah State University concerned with the study of attitudes and attitude measurement. Vignettes judged to be ambiguous or to deal with issues not directly related to constitutional rights were modified or eliminated.

The vignettes were then administered to a class of slow learning high school students in Logan, Utah, to assess the comprehensibility of each vignette, the reading difficulty it presented, and the interest it generated. As a result of this administration, 16 vignettes, two for each of the rights and freedoms included in the Canadian Bill of Rights, were selected as appropriate for use as the Freedoms Scale (See Table 1 for a summary).

Table 1: Summary of Items (Vignettes) in the Freedoms Scale

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1. The right of the individual to life, liberty, and security of person

   A.[b] A known criminal arrested on a minor charge will be freed on bail before the police can collect information necessary to charge him with armed robbery. (Item 8)

   B. Several young men are attacked and injured by members of a notorious motorcycle club. Some people have suggested that the motorcyclists be locked up without benefit of a trial. (Item 9)

2. The enjoyment of property and the right not to be deprived thereof except by due process of law

   A. A man jilted by his fiancé considers entering her apartment and removing the expensive television set he had given her. (Item 15)

   B. An elderly man insists on his day in court when the municipality appropriates his home. (Item 6)

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[b] "A" items are scored positively; "B" items are scored negatively.

Table 1 (cont'd)

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3. The right of the individual to equality before the law

   A. One of two young men caught attempting to break into a grocery store must remain in jail when his unemployed father fails to raise bail. (Item 13)

   B. Following the breakup of a fight by the police, the son of a prominent businessman pleads that he be allowed to go home without being charged. (Item 16)

4. The right of the individual to equal protection of the law

   A. A hit and run driver is threatened with physical harm when he is stopped by an angry crowd. (Item 5)

   B. A gangster appeals to the police for protection when his life is threatened by his criminal associates. (Item 1)

5. The right of the individual to freedom of religion

   A. The refusal of members of a religious group to accept medical treatment has resulted in loss of life. (Item 4)

   B. A Mohammedan warehouse worker requests permission to pray several times throughout the day. (Item 10)

6. Freedom of Speech

   A. The police arrive as an unpopular speaker is removed from the podium by members of a boisterous crowd. (Item 14)

   B. The Communist Party of Canada requests equal time on a local hot-line radio program. (Item 3)

7. Freedom of assembly and association

   A. A group of poverty rights advocates requests the use of a local park to stage a rally. (Item 2)

   B. A chapter of the Gay Liberation Front requests the use of the municipal auditorium for a national convention. (Item 11)

8. Freedom of the press

   A. The business license of an underground newspaper which continuously criticizes Canadian policy is up for renewal. (Item 12)

   B. A package of secret government documents is delivered to the editor of an Ottawa news bureau. (Item 7)

The mean readability level of the vignettes is grade 7 (Dale & Chall, 1948; Fry, 1977); median grade levels are 7 (Dale & Chall, 1948) and 7.5 (Fry, 1977). These statistics suggest that the Freedoms Scale is suitable for use at the junior high school level and beyond.[1]

Test Statistics

Following the initial development work, the Freedoms Scale was administered to high school students in academic and vocational programs in a number of communities throughout British Columbia and to university students enrolled in the Faculty of Education, The University of British Columbia, in order to obtain validity data. Other test statistics were computed for the samples.

Item Analyses

Two related questions were of concern in conducting item analyses: (1) Do individual item scores correlate with total test scores? (2) Do inidividual item scores discriminate between subjects with high and low total scores?

Item-total score correlations. Item-total score correlation coefficients for the Freedoms Scale were calculated with the data from the university and high school students. These are included in Table 2. As one would hope, most coefficients are .30 and above. The few below that level and the overall lack of correlations above .50 are reflected in the moderate reliability estimates report below.

Item discrimination. To check on item discrimination, the mean scores on all of the items for those who scored in the highest 27% on the total Scale were compared with those who scored in the lowest 27% (as suggested by Kelley, 1939). Using the multivariate t-test, Hotelling's T^2 test, the results suggest that there is a statistically significant overall difference between the two sets of mean item scores ($T^2 = 1636$; $F = 97.18$; $df = 16, 286$; $p < .01$). Following the multivariate test, individual item comparisons revealed clear

statistically significant differences ($p < .05$) for all items except items 5 and 8. For these two items, the mean differences were so close to the confidence intervals that it was difficult to conclude whether they were significant or nonsignificant.

Table 2: Item-total Score Correlations on the Freedoms Scale for University (n = 127) and High School (n = 443) Students

Item	Right or Freedom	University Students	High School Students
1	Protection of the Law	.38[a]	.30[b]
2	Freedom of Assembly	.48	.35
3	Freedom of Speech	.37	.40
4	Freedom of Religion	.29	.35
5	Protection of the Law	.26	.22
6	Right of Property	.29	.32
7	Freedom of the Press	.52	.29
8	Life, Liberty & Security	.31	.32
9	Life, Liberty & Security	.48	.44
10	Freedom of Religion	.36	.44
11	Freedom of Assembly	.48	.29
12	Freedom of the Press	.52	.20
13	Equality Before the Law	.25	.24
14	Freedom of Speech	.40	.32
15	Right to Property	.20	.26
16	Equality Before the Law	.33	.37

[a] With df = 125, r must be .174 to be significant at the .05 level and .228 to be significant at the .01 level.

[b] With df = 441, r must be .098 to be significant at the .05 level and .128 to be significant at the .01 level.

Reliability

Two types of reliability data, coefficients of stability and coefficients of consistency, are often reported for tests. Coefficients of stability, however, were not calculated for the Freedoms Scale. The controversial nature of the vignettes resulted in student-initiated discussions, sometimes lasting up

to two hours, following each administration of the test. Second administrations of the Freedoms Scale to the same groups at a later date were considered to be invalid for reliability purposes, since it was probable that the discussions had an effect on beliefs and that memory would be a systematic source of variance. Therefore, only coefficients of internal consistency were obtained.

Split-half method. The Freedoms Scale is composed of two items for each right or freedom proclaimed in the Canadian Bill of Rights. The items in each pair were assigned to test halves by flipping a coin. Each half contained eight items. Table 3 lists the Pearson product-moment correlation coefficients, corrected with the Spearman-Brown prophecy formula, for the several groups of students. Coefficients are reported separately for each group, as recommended in the literature (APA, 1974, p. 51).

Table 3: Coefficients of Internal Consistency for the Freedoms Scale

Group	Number	Spearman-Brown Formula		Kuder-Richardson Formula 21
		r	r_{xx}	r_{xx}
University Students	127	.42	.59	.62
High School Students	443	.34	.51	.53
All Students	570	.44	.61	.64

The corrected split-half reliability estimates compare favorably with those reported for standardized attitude measures, and they are sufficiently high to be included within the moderate reliability range for such measures (Borg & Gall, 1979, p. 218).

Method of rational equivalence. The Kuder-Richardson formula 21 was used as a measure of the homogeneity of the items in the Freedoms Scale. The

coefficient obtained by the Kuder-Richardson formula 21 is an estimate of the alpha coefficient--the mean coefficient for all possible split-half reliability estimates. It is a more conservative reliability estimate than that calculated with the Spearman-Brown formula. In fact, according to Richardson and Kuder (1939), the K-R formula 21 tends to underestimate the reliability coefficient and may be considered as a "'oot-rule method of setting the lower limits of the reliability coefficient, or the upper limit of error" (p. 684). Coefficients of internal consistency determined by the Kuder-Richardson formula from the data collected from all groups are included in Table 3. Unexpectedly, they are slightly higher than the split-half coefficients.

Validity

Two forms of validity seemed appropriate for the Freedoms Scale--content and construct. Both were assessed.

Content Validity

A frequently used technique for assessing content validity--that is, the extent that the items in a test represent a suitable sample of the universe which it is intended to measure--is to submit the test to an authority or panel of authorities for examination. Following the USU review and the Logan tryout, the Freedoms Scale was reviewed by a British Columbia circuit court judge. Included within his report was the statement, "...I feel that you have succeeded in assembling a valid instrument to test the attitudes relevant to this Statute" (Long, 1973).

Construct Validity

The Freedoms Scale purports to measure respondents' attitude toward the rights specified in the Canadian Bill of Rights. Examining the construct validity of the Scale involved determining whether scores on the Scale

correlated with scores on measures of abilities, traits, or attitudes theorized to be related to the assumed underlying construct of attitude toward rights (APA, 1974, p. 47). Two hypotheses were developed and tested. Other findings relevant to the Scale's construct validity are also reported below.

Dogmatism. Troldahl and Powell (1965) in the United States and Feather (1970) in Australia found Dogmatism Scale scores to be inversely related to acceptance of democratic values such as equality and freedom. Rokeach's (1970, pp. 123-126) studies with students at Michigan State University yielded supporting findings. Allan (1966) reported an r of -.39 between dogmatism scores and scores on a test designed to measure attitudes toward American values and civil liberties. Additionally, several studies have described dogmatic individuals as having a tendency to hold conservative views of society and to experience apprehension and frustration when confronted with new ideas and change (e.g., Plant, Telford, & Thomas, 1965; Vacchiano, Strauss, & Schiffman, 1968).

Since it was postulated that high scores on the Freedoms Scale indicate a willingness to concede constitutional rights to a wide variety of persons, including those who deviate considerably from commonly accepted societal norms, it was hypothesized that scores on the Freedoms Scale would be negatively correlated with scores on the Dogmatism Scale (Rokeach, 1960). Because the low to moderate reliability of Freedoms Scale scores would result in the attenuation of coefficients computed as validity estimates, correlations were corrected for attenuation in the Freedoms Scale criterion scores.[2] Analysis of scores of 156 academic high school and university students collected prior to the community studies project yielded an r of -.37 (df = 152; $p < .01$) and an r corrected for attenuation of -.46 for the relationship between the two measures. An r of -.28 (df = 113; $p < .01$) and a corrected r of -.42 were obtained for the data collected during the project from 115 nonacademic high

students.

Intolerance of ambiguity. Similarly, scores on the Freedoms Scale were hypothesized to correlate negatively with scores on the Intolerance of Ambiguity Scale, a test developed by Budner (1962) to measure the "tendency to perceive ambiguous situations" either as "sources of threat" (i.e., to be intolerant of ambiguity) or as "desirable" (i.e., to be tolerant of ambiguity). Persons scoring high on this test--indicating a tendency toward intolerance--have been found to possess favorable attitudes toward censorship, to be authoritarian, and to accept prevailing societal norms and values as their own. High scorers on this test tend to view themselves as being conventional, cautious, and ordinary (Budner, 1962). These attributes, it was hypothesized, would be negatively related to perceptions of the rights of individuals and groups viewed as being beyond the pale of permissible societal norms. The Freedoms Scale and the Intolerance of Ambiguity Scale were administered to 77 academic high school students. An r of -.70 (df = 75; $p < .01$), with an r corrected for attenuation of -.88, were found for the relationship between the two instruments.

Other Validity Findings

The analysis of the data collected during the project with nonacademic students for which the Freedoms Scale was developed revealed several relationships suggestive of construct validity, even though hypotheses had not been formulated.

Intelligence. Scores on the Freedoms Scale were found to correlate positively with scores on the Lorge-Thorndike Intelligence Test (r = .23; df = 117; $p < .01$; r corrected for attenuation, .32).

On theoretical grounds, it might be expected that attitude toward fundamental rights and intelligence would be correlated. In the literature, intelligence is assumed to be associated with abstract thinking and the ability to

generalize (e.g., Bowers, Clement, Francis, & Johnson, 1967, pp. 313-327; Dunlop, 1967, pp. 153-157; Telford & Sawrey, 1967, pp. 194-219). It seems plausible that the higher the respondent's degree of intelligence, the more likely he/she is to be able to recognize the general principle involved in each vignette and to appreciate what the acceptance or the rejection of each "should" or "should not" statement implies. Intelligence would be a factor in whether a person responded to the events described in the test items at a principled level or whether he/she was guided primarily by a reaction to the particular individuals in the vignette.

Critical thinking. Scores on the Freedoms Scale correlated with scores on the Cornell Critical Thinking Test (r = .24; df = 113; $p < .01$; r corrected for attenuation, .33).

Ennis, the principal developer of the Cornell Critical Thinking Test, did not, however, expect critical thinking to be correlated with political and social values (Ennis, 1962). He predicted, instead, that significant correlations would be found between critical thinking and such factors as intelligence, age, authoritarianism, and social class. He suggested that any statistically significant relationship between critical thinking and political and social values could be accounted for by these factors. If the influence of these factors were removed, he contended, the residual relationship between critical thinking and political and social values would not be significant. In response to that argument, a partial correlation between Cornell Critical Thinking Test and Freedoms Scale scores, with the effects of intelligence and Dogmatism scores removed, was calculated. The resultant $r_{12.34}$ of .08 was not statistically significant (t = .59; df = 55; $p > .05$).

Additional Correlations with Freedoms Scale Scores

A number of variables have been found to be associated with support for

fundamental freedoms. Studies by Drucker and Remmers (1951), Stouffer (1955), Selvin and Hagstrom (1960), Remmers and Franklin (1962), and Scovel (1962) established relationships between libertarian attitudes and sex, father's occupation, economic background, religious denomination and church attendance, political affiliation, education (both grade-point average and years of formal education), and place of residence (i.e., rural or urban setting, geographic region).

Personal data gathered on the respondents to the Freedoms Scale permitted the examination of the relationships of three of these variables--education, place of residence, and sex--to scores on this instrument. Additionally, the data allowed for comparisons of scores of high school students grouped according to age.

Education

University year. Means, standard deviations, and ranges of scores from samples of students selected from the Faculty of Education, The University of British Columbia, during their professional year of training are listed in Table 4. The professional year for the elementary education program is the third year, while for the secondary education program it is the fifth year of

Table 4: Means and Standard Deviations of Scores on the Freedoms Scale for University and High School Students

Group	Number	Mean	SD	Range
University Students	127	61.25	6.09	47-77
Elementary Teacher Education	85	60.27	5.60	48-73
Secondary Teacher Education	42	63.24	6.63	47-77
High School Students	443	53.86	6.02	34-73
Slow Learner Program	95	51.06	5.58	34-70
Vocational Program	210	53.71	5.64	39-64
Academic Program	138	56.01	6.07	42-73

university. A t of 2.64 (df = 125; $p < .01$) indicated that the difference in mean scores on the Freedoms Scale for the elementary and secondary teacher education students was statistically significant, with the secondary mean the higher one (r_{pbi} = .23).[3] The mean score of the academic program (university-bound) high school students was also compared with the mean of all university students. The lower mean score (t = 7.02; df = 263; $p < .01$) of the high school students is consistent with the above relationships.

High school program. Data collected from the high school students and arranged according to school program are also included in Table 4. A one-way analysis of variance (using the general least squares solution for unequal sized groups) was used to analyze these data. An F of 20.82 (df = 2, 440), significant beyond the .001 level, was obtained. The Scheffé test (using the formula described in Ferguson, 1976, p. 296) was used to test for differences between pairs of the groups. These comparisons are included in Table 5.

Table 5: Scheffé Test for Comparisons Between Pairs of Groups

Comparisons	F^a	P
Slow Learners, Vocational Students	13.84	< .01
Slow Learners, Academic Students	41.47	< .01
Vocational Students, Academic Students	13.25	< .01

[a]The values of F required for significance at the .05 and .01 levels, respectively, for df_1 = 2 and df_2 = 440, are 6.04 and 9.32.

Differences between the mean scores for the slow learners and vocational students and between the mean scores for the slow learners and the academic students were significant at the .01 level. The difference between the mean test scores of the vocational and the academic students was also statistically

significant, with the academic students scoring higher than the vocational students.

These analyses suggest that education--whether year in college or type of high school program--is related to scores on the Freedoms Scale. The findings confirm those of earlier studies. Of course, it is impossible to determine from these data whether years of education and type of educational program affect Freedoms Scale scores, or whether the factors that lead persons to go on to school, to select different teacher training programs, or to be selected for different high school programs also correlate with Freedoms Scale scores. Either interpretation is consistent with the construct validity of the scale.

Place of Residence

The Freedoms Scale was administered to high school students in a number of communities in British Columbia. These communities varied in size and degree of urbanism--from the Greater Vancouver region to small rural communities in the interior of the province. In order that geographic location and students' school program not be confounded, the data in Table 6 are arranged according to both.

Within school program categories, comparisons were made among the mean scores of students from the various communities. For each comparison, the *F* value determined by the general least squares solution to the analysis of variance was not significant. It was concluded, therefore, that place of residence was not a factor in respondents' attitudes toward fundamental rights and freedoms--as assessed by the Freedoms Scale. This finding is discrepant from those of prior studies, but the reason is unknown.

Sex

Two studies that investigated the relationship of sex to attitude toward civil liberties were located in the literature. These were conducted by Selvin

Table 6: Means and Standard Deviations of Scores on the Freedoms Scale Arranged According to School Program and Place of Residence

Program and Place of Residence	Region	Number of Classes	Number of Students	Mean	SD	F	df	P
Slow Learner Program		6	95	51.06	5.58	1.15	4,90	> .05
Abbotsford	Lower Fraser Valley	1	17	48.65	5.11			
Chilliwack	Lower Fraser Valley	1	13	52.77	3.06			
Port Coquitlam	Greater Vancouver	1	25	51.40	6.68			
Prince Rupert	Northwest Coast	1	9	51.22	8.33			
Vancouver	Greater Vancouver	2	31	51.36	4.57			
Vocational Program		9	210	53.71	5.64	.45	3.206	> .05
Burnaby	Greater Vancouver	4	76	53.64	5.67			
Hundred Mile House	Cariboo	1	16	52.31	4.94			
Kamloops	Interior Plateau	2	60	54.15	5.55			
Nanaimo	Vancouver Island	2	58	53.72	5.94			
Academic Program		6	138	56.01	6.07	1.61	4,133	> .05
Abbotsford	Lower Fraser Valley	2	59	56.02	6.74			
Cranbrook	Southeast	1	35	55.71	4.90			
Gibsons	Vancouver Island	1	13	59.23	6.35			
Kamloops	Interior Plateau	1	18	56.17	5.38			
Prince Rupert	Northwest Coast	1	13	53.31	5.53			

and Hagstrom (1960) with students at the University of California, Berkeley, and by Arkoff and Meredith (1966) with students at the University of Hawaii. The findings by Selvin and Hagstrom that males had higher mean civil liberties scores than females was confounded with the variables college program and type of student residence. In the latter study, no relationship was found between sex and attitude toward civil liberties.

In order to examine the relationship between sex and scores on the Freedoms Scale, the data were arranged according to university and high school program and sex, and mean sex scores compared within programs using the *t*-test for uncorrelated data (Table 7).

No significant *t* values emerged from the analyses, and it was concluded that the sex of the respondent was not a statistically significant factor in scores on the Freedoms Scale.

Age

Scovel (1962) investigated high school students and adults' attitudes toward civil rights. He presented data on the subjects' responses toward civil rights as percentages of "agree," "disagree," and "no opinion." He did not compare the responses of the students and adults. As high school students and adults, each group represented a general age category. For this report, we changed the percentages to frequency data, arranged them in a 3 X 2 contingency table, and computed chi-square. A χ^2 of 3.539 ($df = 2$; $p > .05$) was not statistically significant, and it was concluded that there was not a statistically significant relationship between age (group membership) and item response.

Age data for the Freedoms Scale were available for the high school students only.[4] The responses of these students were categorized into two groups: those students 15 years of age and younger, and those students between the ages of 16 and 19 years. Differences in mean scores for age groups within school programs

Table 7: Means and Standard Deviations of Scores on the Freedoms Scale Arranged According to School Program and Sex

Program	Male Number	Male Mean	Male SD	Female Number	Female Mean	Female SD	t	df	P
University Students	53	61.74	6.51	74	60.91	5.81	.75	125	.05
Elementary Teacher Education	30	59.67	4.84	55	60.60	5.99	.73	83	.05
Secondary Teacher Education	23	64.43	7.48	19	61.79	5.28	1.29	40	.05
High School Students	216	53.49	6.40	227	54.20	5.62	1.24	441	.05
Slow Learner Program	59	51.10	6.30	36	50.99	4.22	.09	92	.05
Vocational Program	89	53.13	6.05	121	54.13	5.30	1.27	208	.05
Academic Program	69	56.03	6.05	69	55.98	6.13	.04	136	.05

were analyzed with the t-test for uncorrelated data (see Table 8). Each of the analyses yielded a non-significant t value, suggesting that--at least for high school students--responses to the Freedoms Scale were not related to the age of the respondent.

Table 8: Means and Standard Deviations of Scores on the Freedoms Scale Arranged According to School Program and Age

Program	Number	14-15 Years Mean	SD	Number	16-19 Years Mean	SD	t	df	P
High School Students	138	54.14	6.51	305	53.73	5.79	.66	441	> .05
Slow Learner Program	63	50.67	5.12	32	51.84	6.43	.97	93	>.05
Vocational Program	42	53.71	6.05	168	53.72	5.55	.01	208	>.05
Academic Program	64	55.56	6.57	74	56.39	5.62	.80	136	>.05

Conclusion

The Freedoms Scale was developed to assess attitudes toward the Canadian Bill of Rights. Item-whole correlations were adequate and item discriminations were excellent. Adequate, though restricted, reliability was found. A judge concluded that the Scale had content validity. And, considerable evidence was found for the construct validity of the Scale. Of course, definitive construct validity results are not expected from one study. As Cronbach (1970, p. 142) noted, constructed validity is established "through a long-continued interplay between observation, reasoning, and imagination."

The Freedoms Scale is a suitable instrument for locating groups of students along a continuum of attitudes toward constitutional rights and freedoms. The Freedoms Scale is not, however, sufficiently reliable to be used as a diagnostic instrument with individual students. It does have potential utility as an instrument for comparing attitudes of groups toward fundamental freedoms,

for assessing the effectiveness of programs aimed at increasing attitude toward fundamental freedoms. and as a means of provoking discussion and debate.

Footnotes

[1]An r of .03 (df = 151; $p > .05$) for the relationship between scores on the Freedoms Scale and scores on the Gates-MacGinitie Reading Test indicated that reading comprehension was not related to responses on the Freedoms Scale for the nonacademic high school students in the community studies project.

[2]As Guilford and Fruchter (1978, p. 453) pointed out, if an overly conservative estimate of reliability is used in making the correction for attenuation, the corrected correlation will be an overestimate. They also noted that estimates of internal consistency tend to be too low for adequately conservative estimates of validity. Consequently, we have used the somewhat higher K-R 21 coefficients in preference to the split-half estimates of reliability.

[3]Weiser and Hayes (1966) reported responses of prospective elementary and secondary teachers to a test of democratic attitudes. Total test scores were not given. Responses to the categories "agree," "disagree," and "uncertain" for individual items were recorded, but comparisons between the two groups were not made. These authors transformed the data for the groups into frequencies and calculated chi-square for each item. Of the 24 items comprising the test, significant differences were determined for only three items. In each case, the prospective secondary teachers had higher mean scores.

[4]The ages of most university students fell within the 3-year span of 20 to 22 years, making comparisons by age for this group meaningless.

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THE FREEDOMS SCALE

On the following pages are a series of vignettes which describe a variety of situations. Each of the situations has occurred or could occur in our province. You are asked to state how you feel about the suggestion made at the end of each vignette. Please check beneath the word that best describes your feelings.

1. A known Mafia gangster has just learned that a contract is out on his life because he stole money belonging to his criminal bosses. He has decided to appeal to the police for protection. The police should deny his request.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

2. A group of the city's poor have asked the municipal council for permission to hold a rally in Readon Park. During the rally, speeches will be made that will be very critical of the city's and the provincial government's welfare programs. If the rally is held, the news coverage it will get in the national press will be very embarrassing to both the city and provincial governments. Nevertheless, the group should be allowed to hold the rally.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

3. Representatives of the Liberal, Progressive Conservative, New Democratic, and Social Credit Parties have been recent guests on a local hot-line radio show. The general secretary of the provincial Communist Party has requested that he be allowed to appear on the program also. The station manager should deny his request.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

4. A religious group in Canada teaches that it is a sin for its members to have blood transfusions. Because of this belief, several members of this church have died before the doctors could get court orders granting them permission to administer blood. Nevertheless, such a religion as this should still be allowed to exist.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

5. A hit and run driver, who has just seriously injured and perhaps even killed a small child, has been cornered and pulled from his car by an enraged man who witnessed the accident. A crowd of people is gathering at the scene and it appears that the man, who is obviously very drunk, will be badly beaten unless the police arrive shortly. Mrs. Cynthia Smith, who is watching the incident from her living room window, should phone the police immediately and urge them to come quickly.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

6. A year ago, the city planning commission approved the plans for the widening of Victoria Street by 30 feet so that traffic will be able to move more rapidly toward the downtown business district. In order to carry out this plan, the houses on the north side of the street will have to be torn down. All the houses except Anderson's have been purchased and demolished by the city. Anderson has been offered a very generous price for his property, but he refuses to sell and so the whole project is at a standstill. Last week, the city offered to pay Anderson $12,000 more than any of his neighbors got. Anderson refused to accept. If the city takes Anderson to court, he is certain to lose and will probably have to accept less than this last offer. But a court case could last a year and cost the citizens a great deal of money. The city should force Anderson to accept the latest offer and move bulldozers in to clear away his house.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

7. George Hill, the chief of the Ottawa Bureau of the Canadian News Service, has just received a packet of secret government papers in the mail. He does not know who sent them. Although if published they will be highly embarrassing to the Government, they will not be a threat to national security. Several cabinet ministers, however, will probably have to resign and the people's confidence in the Government will be shaken. Even though it's a great news story, George should not be allowed to write it.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

8. Charlie Johnson, a well-known underworld character, has been jailed on a minor charge. The police have reason to believe that he is a member of the gang who recently held up a local bank and successfully escaped with $145,000. The case is ready to break and the police will probably be able to charge Charlie with armed robbery in the next three or four days. If, however, he is allowed to contact his lawyer, he will be freed on bail and will probably vanish. The police should not be allowed to keep Charlie secretly jailed until they have the evidence they need to prove that he had a part in the robbery.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

9. Last Friday evening, while on a double date at the Riverside Drive In, Reg and Jack were brutally attacked and beaten by members of the Devil's Raiders motorcycle gang. Several of the gang had begun to make lewd remarks about their dates, Mary and Beth, and so Reg and Jack approached them and asked them to stop. Without warning, they were struck with chains and knocked to the ground. The Devil's Raiders, and gangs like them, should be locked in jail without a trial and the keys thrown away.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

10. Fatulla Ishmael is from Iran and is a member of the Moslem religion. His faith requires that he face the East and pray five times each day. Fatulla has asked the manager of the department store where he works for permission to take his prayer rug into the warehouse to say his prayers. He has suggested that the several minutes required to say the prayers be subtracted from his lunch hour. Since Mohammedanism is not a Christian religion, the manager should refuse his request.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

11. A group of homosexual men have just formed a chapter of the Gay Liberation Front. They have decided to hold a convention with the hope of recruiting new members. The plans are progressing well, and invitations have been sent to members of the Front in all the provinces of Canada. Four months ago, the members approached the city council and asked for permission to rent the Civic Auditorium for the convention. Something seems to be holding up the city council's decision.

Citizens of the community should insist that the city council refuse to allow the auditorium to be used by such a group.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

12. For the past several years, a group of American deserters and draft dodgers, most of whom have become Canadian citizens, have been publishing an underground newspaper in the city. During the Vietnam War, articles in the paper strongly criticized the Canadian Government's apparent lack of concern over American involvement. Leaders in Parliament were called "cowards," "immoral lackies," "prostitutes," and so forth. Even though the war is now over for the United States, articles in the newspaper still continue to attack the American and Canadian Governments fiercely. When the paper's business license expires next month, it should be renewed.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

13. Last night Jim Stevens and Ken Barber were caught attempting to break into a local grocery store. This morning they appeared in court and bail was set at $1,000 each. Jim's father is quite able to raise this amount and so his son will be released in his custody until the trial next month. Ken's father, however, is unemployed, has no savings, and because of a very poor credit rating cannot borrow the money. Ken will have to stay in jail until the trial. It doesn't seem right to allow one boy to go free while the other remains in jail.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

14. The police have just arrived. Several moments ago, a huge longshoreman pulled Oscar Jackson from the platform and now he refuses to let Oscar finish his speech. The crowd seems to be against Oscar who, before he was seized, was making statements that many people in the crowd felt were anti-Canadian. When Oscar and his group arranged for the use of the park several months ago, they felt that there might be trouble. Now Oscar has more trouble than he can handle. The police should force the man to release Oscar, return him to the platform, and make certain that he is allowed to continue his speech.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

15. After being engaged for the past two years, Ruth and Frank have broken up. Unfortunately, Ruth accepted Frank's ring before she was sure of her love for him, and when Bob came along, she was swept off her feet. Frank feels cheated and is very angry with Ruth and has insisted that she return the color television set he gave her on her birthday. Ruth refuses to do so saying that gifts do not have to be returned. Lately, Frank, who still has the key to her apartment, has been thinking about entering the apartment some time when Ruth is out and taking the set away. If he decides to do so, and is caught in the apartment by the police, they should stop him from removing the set even though he, not Ruth, paid for it.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____

16. The police have just broken up a fight between Mitch Montanna and Jeff Hodges. No one saw the fight begin but there have been bad feelings between the two boys for some time. Mitch, a local tough who is constantly in some kind of trouble, is sitting in the back seat of the police car. He will be taken uptown, charged with disturbing the peace, and put in a cell for the night. Tomorrow morning he will face the judge. Jeff, whose father is a very prominent businessman, has asked the constables not to embarrass his father by taking him to the police station. Jeff has promised that he will not get involved in a fight again. The police should allow Jeff to go home.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
_____	_____	_____	_____	_____